

Role profile

Job Title:	Peripatetic Music Educator
Department:	Children's Services
Directorate:	Learning Standards and School Partnerships

Grade:	Unqualified Teacher Scale (Inner London)
Post no.:	
Location:	Peripatetic throughout the London Borough of Ealing

Role reports to:	Deputy Head (Staff, Pupils and Progression)
Direct reports:	None
Indirect reports:	None

Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain an enhanced Disclosure and Barring Service (DBS) check.

This post is exempt from the Rehabilitation of Offenders Act 1974.

Purpose of role

- To teach children and young people in schools and settings across the borough to sing and/or play instruments, in individual and small group lessons, and to whole classes with support from another tutor or school-based assistant (*Spark!*).
- To lead, direct and accompany choirs and ensembles as required.
- To deliver safe, inclusive and progression-focussed music education to learners using a range of teaching methods and strategies.
- To participate in and contribute to service events and performances.

Key accountabilities

- To teach a range of progressive music skills enabling children and young people to learn and enjoy making music.
- To tailor music tuition to students' musical experience and interests, introducing them to repertoire which represents different styles, genres and cultures.
- To ensure all students achieve, including those with Special Educational Needs and Disabilities, by planning and delivering individualised learning and tracking progress methodically on Ealing Music Service's systems.
- To plan programmes of study and lessons, drawing on a range of teaching and learning strategies and preparing repertoire and resources.
- To keep registers and undertake administrative tasks necessary to the smooth running of activities and maintenance of accurate records.

- To provide annual reports for all students in individual and small-group lessons.
- To prepare and support students to participate in performances and to sit external assessments (grade exams, public exams) as appropriate.
- To lead, direct and accompany choirs and ensembles as required, preparing suitable repertoire, organising rehearsals, overseeing recruitment of new members, supporting performance opportunities and undertaking necessary administration.
- To encourage all students to participate in group music-making opportunities including those offered by EMS, schools and in the community.
- To create positive professional relationships with students and foster good behaviour in lessons and rehearsals.
- To contribute to promotion of the service and own specialism and assist with the recruitment of new students including encouraging continuation after *Spark!* programmes.
- To work as part of a team with other tutors, EMS managers and partner organisations, particularly schools.
- To observe EMS Safeguarding policies and contribute to a positive Safeguarding culture. This includes the responsibility to report any concerns to the Designated Safeguarding Lead, a Deputy DSL or, in their absence, to a senior member of Directorate staff.
- To comply with the Service and the Council's policies and procedures, including Health & Safety, Safeguarding, PREVENT and Equality and Diversity, so that all students are treated with respect and dignity in an environment in which diversity of backgrounds and experience is valued, and to refer any harassment or discrimination issues that arise to EMS and/or to schools and settings as appropriate.
- To carry out other duties commensurate with the role including covering colleagues' roles in times of need.

Key performance indicators

- Teaching hours maintained or growing
- High levels of student attendance (min. 85%) and low student turnover (under 10% per year excluding key stage transitions)
- Students making progress as measured by tutor assessment and/or external examination
- Positive feedback from schools, students, parents
- Success in monitoring and support processes, including consistently meeting development objectives
- Administration is timely and professional: registers completed consistently and accurately; student reports written promptly, clearly and constructively; and prompt, appropriate communications with the team

Key relationships (internal and external)

- EMS Operational Team
- Schools, including Headteachers, Music Leads, SENCOs, administrators
- Parents and carers
- London West Music Hub partners

Authority level

- This role has no direct budget or resource responsibilities

Person specification

Community and partnership working are essential for all roles as are a commitment to Equality, Diversity and Inclusion and ensuring Health and Safety at Work for everyone working at Ealing Council.

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Candidates, please address the criteria marked with () only in your application. Please give examples of how you meet the criteria**

Essential knowledge, skills and abilities

1. ****Knowledge of Equality, Diversity and Inclusion (EDI) and commitment to providing an inclusive Music Education experience to children and young people in Ealing**
2. ****Expert practitioner in own specialism: professional performance standard or equivalent proficiency in other genres and traditions**
3. **Secure knowledge of pedagogy for own specialism(s)**
4. **Expertise in a range of teaching and learning strategies**
5. **Expertise in leading group music-making and improving a performance**
6. **In depth knowledge of a range of repertoire in different traditions and styles for own specialism(s)**
7. **Knowledge of the national curriculum (not just Music) and how musical learning fits in the wider picture**
8. ****Knowledge of Safeguarding in education and an understanding of how own behaviour contributes to a positive safeguarding environment**
9. ****Ability to inspire and motivate learners to meet their learning potential**
10. ****Ability to formulate term and lesson plans to meet learning objectives, involving learners in planning as appropriate**
11. **Ability to assess learning formatively and adapt the approach accordingly**

12. ****Ability to communicate with children and adults from a range of backgrounds**
13. Ability to connect appropriately with and teach children of all ages, abilities and standards from beginner to advanced, adapting material and approaches to individual learning needs
14. ****Ability to create a productive learning environment and foster positive behaviour**
15. ****Competency with computers/ICT to enable efficient administration and use of Council and Music Service systems**
16. ****Willingness to develop own skills as an advanced practical musician, choir or ensemble leader (as appropriate) and as a music educator through service Continuing Professional Development and independently**
17. Awareness of and commitment to ensuring Health and Safety at Work for everyone working at Ealing Council
18. ****Ability to travel and teach throughout the entire borough of Ealing**

Essential qualification(s) and experience

1. Current (or recent) experience of vocal, instrumental or music technology teaching
2. Experience of musical performance in any genre or tradition commensurate with vocal or instrumental skills
3. Experience of a variety of methods and approaches to music education
4. Experience of preparing music to a standard for performance to an audience
5. Experience of community and partnership working

Values and behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
<ul style="list-style-type: none"> Is passionate about making Ealing a better place Can see and appreciate things from a resident point of view Understands what people want and need Encourages change to tackle underlying causes or issues 	<ul style="list-style-type: none"> Does what they say they will do on time Is open and honest Treats all people fairly 	<ul style="list-style-type: none"> Ambitious and confident in leading partnerships Offers to share knowledge and ideas Challenges constructively and respectfully listens to feedback Overcomes barriers to develop our outcomes for residents 	<ul style="list-style-type: none"> Tries out ways to do things better, faster and for less cost Brings in ideas from outside to improve performance Takes calculated risks to improve outcomes Learns from mistakes and failures 	<ul style="list-style-type: none"> Encourages all stakeholders to participate in decision making Makes things happen Acts on feedback to improve performance Works to high standards